

R E P O R T R E S U M E S

ED 014 249

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SURVEY OF FOREIGN LANGUAGE TEACHING IN THE AUSTRALIAN
UNIVERSITIES.

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AUSTRALIAN HUMANITIES RES. COUNCIL, CANBERRA

PUB DATE NOV 66

EDRS PRICE MF-\$0.25 HC-\$2.36 57P.

DESCRIPTORS- *COLLEGE LANGUAGE PROGRAMS, *FOREIGN COUNTRIES,
*NATIONAL SURVEYS, *LANGUAGE INSTRUCTION, *COMPARATIVE
ANALYSIS, COLLEGE HIGH SCHOOL COOPERATION, QUESTIONNAIRES,
COURSE OBJECTIVES, EDUCATIONAL NEEDS, LANGUAGE ENROLLMENT,
LANGUAGE PROGRAMS, PROGRAM IMPROVEMENT, SECOND LANGUAGE
LEARNING, STATISTICAL DATA, CORE COURSES, AUSTRALIA,
AUSTRALIAN HUMANITIES RESEARCH COUNCIL,

STIMULATED BY THE NEED FOR A REVIVED INTEREST IN AND
IMPROVEMENT OF FOREIGN LANGUAGE PROGRAMS IN AUSTRALIA, THIS
1964 SURVEY, UNDERTAKEN AT THE RECOMMENDATION OF THE
AUSTRALIAN HUMANITIES RESEARCH COUNCIL AS A SUPPLEMENT TO A
SURVEY MADE OF SECONDARY SCHOOLS, WAS DESIGNED TO INVESTIGATE
THE STATE OF FOREIGN LANGUAGE TEACHING IN UNIVERSITIES, AND
TO DETERMINE THE EVIDENT CLOSE CONNECTION BETWEEN THE
POSITION OF THE MODERN LANGUAGE CURRICULUM AT THE TWO
EDUCATIONAL LEVELS. DATA GLEANED FROM QUESTIONNAIRES SENT TO
REGISTRARS AND FACULTY DEANS OF ELEVEN UNIVERSITIES INCLUDED
INFORMATION AND OPINIONS ABOUT FOREIGN LANGUAGE REQUIREMENTS,
ENROLLMENT TRENDS, COURSE OBJECTIVES AND OFFERINGS, EXISTING
CURRICULAR PRACTICES, INTERDEPARTMENTAL COOPERATION
PRACTICES, EMERGING CURRICULAR NEEDS, LANGUAGE LABORATORY
USE, AND LINGUISTICS AND PHONETICS COURSES. SUPPORTING EACH
DISCUSSION ARE TABLES OF EXTENSIVE STATISTICAL FINDINGS.
FOLLOWING A LISTING OF NINE CONCLUDING RECOMMENDATIONS ARE
APPENDIXES DEALING WITH THE ABOLITION OF FOREIGN LANGUAGE
REQUIREMENTS AND LANGUAGES NEW TO THE UNIVERSITY CURRICULUM
SINCE 1964. (AB)

AUSTRALIAN HUMANITIES RESEARCH COUNCIL

ED014249

Survey of Foreign Language Teaching
in the Australian Universities

A Report prepared by

Dr Olive Wykes

with recommendations by the

Sub-Committee on Foreign Languages

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Submitted to Council

November 1966

FL 000 549

AUSTRALIAN HUMANITIES RESEARCH COUNCIL

Survey of Foreign Language Teaching in the
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RECOMMENDATIONS OF THE COMMITTEE ON FOREIGN LANGUAGES

adopted by the full Council at its meeting
on Friday, 4 November 1966.

From Dr. Olive Wykes' survey "Foreign Language Teaching in the Australian Universities" it is clear that the "Language" Departments face serious problems - and at the same time have new opportunities.

The main problem is the apathy about the need of "language" study which prevails in the Australian community and extends to the schools and even to many Faculties in the Universities. The result of this is that a disappointingly low number of school pupils continue languages after the junior stages. At the Universities in Faculties other than Arts the number of language students is negligible, while in the Faculties of Arts themselves their proportion is unlikely to exceed 25%, a low figure for a country of Western type civilisation.

The following resolutions are put forward by
the Committee on the Teaching of Foreign
Languages as recommendations for the
consideration of the A.H.R.C.:

1. The A.H.R.C. affirms its strong belief in the education and cultural importance of the study both at schools and universities of foreign languages, including the Classics, together with their literature, thought and civilisation and recommends that efforts should be made to increase the number of their students. It is convinced that only by improving the present situation will Australian scholarship be soundly based.

This recommendation extends both to the support of those languages already established as vital to our cultural heritage and to the provision for the study of other European languages to which insufficient attention has hitherto been paid, as well as for the study of Asian languages which give access to cultures valuable in their own right and are further of increasing importance for the international relations of this country.

2. The A.H.R.C. draws attention to the need for rationalisation and careful planning and recommends that needless duplication should be avoided (cf. Dr. Wykes' report P.42 and tables on pp.21-27).

3. A special demand which it would be desirable to encourage is that, in the diversity of national origins created in our community by immigration, opportunities should be given to migrants and their children to maintain the study of their original tongue.

4. With regard to the new opportunities mentioned above the A.H.R.C. is impressed by the growing demand, caused by the development of Honours courses and research, for "language" courses to serve the interests of undergraduates and post-graduate students in departments such as History, Philosophy, Fine Arts and English. As Professor McManners puts it in "The Future of the Humanities in the Australian Universities" (McManners and Crawford) "All honours students in the Humanities

ought to be required to follow through one language at a level which will enable them to obtain an insight into a literature and an outlook which is other than that of their own country."

In the same publication Professor Crawford recommends the provision of special courses in languages for postgraduate students, who, having defined their research interests, are clear about the languages they need. Professor Cambitoglou also in "Research in Australia and Contacts with Europe" has stressed the handicaps in research of Australian graduates if they lack equipment in languages. There is some doubt whether the established First Year courses designed for a wide range of students of diverse interests and ability can satisfactorily meet the needs of the Honours students in other departments and the post-graduate students. Here then is a challenge to the "language" departments to meet special demands. From this of course there arises the question whether they would need more staff.

5. Dr. Wykes' survey raises the question of the value of preliminary courses for starting new languages at the university. The Council favours the provision for starting further courses in languages at the university by such specially planned courses. But at the same time it is convinced of the desirability that students attempting these courses should have previous training in some other language or languages at school or elsewhere.

6. There is a question whether the universities should provide help for undergraduates and graduates in the science based Faculties, officers of the Public Service and the Social Services, men in industry and commerce etc. who discover the need to learn a language for professional purposes. There is divided opinion whether this should be the function of the language departments, of special departments in the universities or of institutes of languages (attached to the universities) such as exist in Queensland and other countries. This question requires investigation.

7. In order to aid the existing departments to meet the demands for new types of courses it is necessary to make use of the opportunities offered by the recent development of Linguistics. The A.H.R.C. recommends that consideration be given to the nature and level of the teaching of Linguistics that might take place in Australian universities.

8. The survey shows that there is need to encourage language students to undertake Honours and post-graduate courses so that there will be an adequate supply of University and Secondary teachers and, in the Australian community, a fair proportion of men and women who have carried these studies to a stage of intellectual maturity.

For this purpose there should be increased opportunities for young graduates to study overseas, soon after graduation, in the countries where their interests lie, where they will quickly experience the intellectual impact of living in a country which they have studied at a distance and where their knowledge will expand immediately from the foundations already laid. It is also desirable that those graduates unable to go abroad should seek the stimulation of working for higher degrees in Australian universities other than those where they have done their first courses. Moreover some departments, which, in reliance on opportunities for their students to go overseas,

have had small graduate schools, should try to increase their strength.

The A.H.R.C. welcomes the initiative shown by language students in various fields in organising inter-university student congresses, and urges that all possible assistance should be extended to student organisations arranging such functions.

9. The A.H.R.C., having been made aware by Dr. Wykes' report of the seriousness of the situation of languages studies in Australia, believes that a useful purpose would be served by discussion between the Council and such bodies as the Australasian Universities' Languages and Literature Association (AULLA), the Australian Society for Classical Studies and the Federation of Australian Modern Language Teachers Association.

10. Finally it is suggested that all educational authorities (Vice-Chancellors, Deans of Faculties, Masters and Principals of Residential Colleges, relevant federal bodies including members of the A.U.C., Ministers and Directors of Education, Principals of Technical Colleges) be made aware of the necessity for Australians in a changing society and a changing world situation to become acquainted with foreign languages and civilisations and that the Council's Report be distributed widely.

Canberra.

2 November 1966.

Foreword

I commend Dr. Olive Wykes's Report and the comments on the Committee on the Teaching of Foreign Languages to the serious attention of members of the Council. Dr. Wykes's Report gives a clear and worrying picture of the present position of languages in the Universities, and it has behind it her other study of the position of foreign languages in Secondary Schools. It can leave little doubt that the number of students pursuing language studies at a reasonable level is far too small for the needs of Australia in her present situation. This serious state of affairs will concern all members of Council, and not only those who are engaged in the teaching of foreign languages.

At a recent meeting of the Committee on the Teaching of Foreign Languages, Dr. Wykes stated her view that there is a case for a realistic enquiry into the range and variety of Australia's needs in foreign languages. Such an enquiry would go beyond schools and universities, and would take account of the needs of business houses and government departments, as well as of the less tangible requirements of a rich Australian culture. The Committee recommends that such an enquiry should be sponsored by the Council in conjunction with other relevant organisations such as A.U.L.L.A., the Australian Federation of Modern Language Teachers' Associations, and the Classical Association. Linguists themselves will differ about both aims and remedies, and non-linguists will differ still more. I think, however, that no one will disagree with the view that the situation is so serious as to need frank assessment. There will be a further meeting of the Committee on the Teaching of Foreign Languages on November 1, after the circulation of Dr. Wykes's Report to members of Council, and the recommendations of the Sub-Committee attached to this Report must therefore be taken as tentative at this stage.

R. M. CRAWFORD

Chairman

Australian Humanities Research Council

27th September, 1966.

Survey of Foreign Language Teaching
in the Australian Universities

"Some sections of the humanities, particularly the languages, are bedevilled by a sense of being on the defensive in a world unfavourable to their values. It is possible that a better diagnosis of their situation might recognize that nineteenth-century colonial society was favourable to them only by tradition and not by conviction, and that the rapidly developing Australian community of today may in fact prove progressively more responsive to their intellectual and artistic values. At least, I suggest that the cause of the traditional humanities subjects is less well served by defensive protests or last-ditch stands against barbarism, than by a constructive rethinking of the rôle¹⁾ of the humanities in a modern Australian university."

The decision by the Australian Humanities Research Council to institute an enquiry into the position of foreign languages in the Australian universities was made after a symposium held towards the end of 1963 upon "Problems of Research where Overseas Contacts are Necessary". The lack of linguistic equipment of honours and post-graduate students was deplored by the heads of many humanities departments. It was realized that before any concrete proposals for improvement were made, the Council needed a solid basis of fact and opinion on the teaching of foreign languages in the universities from those who taught them and those whose students required them. A Committee on Foreign Languages, convened by Professor J. McManners, was set up to organize the enquiry.²⁾ Dr. Olive Wykes, Senior Lecturer in Education of the University of Melbourne, was invited to prepare a detailed questionnaire for distribution to the universities and to write a report on the results. She had already begun work on the teaching of foreign languages in the Australian schools with the financial assistance of the Myer Foundation, and it was agreed that the results of the relevant parts of this survey would be used as essential background to the university survey. An advisory committee based in Melbourne was established to assist Dr. Wykes, and its chairman, Professor R. H. Samuel, was acting convener of the Committee on Foreign Languages during the absence overseas of Professor McManners in 1965-66.³⁾ A research assistant, Mrs. Catherine Simmons, was employed for nine months in 1965.

1) J. McManners and R.M. Crawford, The Future of the Humanities in the Australian Universities (M.U.P. 1965), p.9.

2) The present membership of the Committee is as follows:

Professor J. McManners (Convener)	Professor R.B. Farrell
Professor R.H. Samuel	Professor J. Lawler
Professor R.W.V. Elliott	Dr. K.V. Sinclair
Professor H.A.K. Hunt	Professor J. Smit
Professor A. Cambitoglou	Ass.Prof. O. Van der Sprenkel
	Dr. Olive Wykes.

3) The present composition of the advisory committee is as follows:

Professor R.H. Samuel (Chairman)	Mr. Hume Dow
Professor R.F. Jackson	Mr. C. McCormick
Professor H.A.K. Hunt	Professor J. Smit
Professor H.F. Simon	Mr. E. K. Horwood

The question of the training of students of the humanities for scholarly work was again raised by Professors McManners and Crawford in their papers on The Future of the Humanities in the Australian Universities delivered in 1964. Professor Crawford spoke of the handicap of the superficiality or restriction of our knowledge of languages⁴⁾, while McManners declared: "All honours students in the Humanities ought to be required to follow through one language at a level which will enable them to obtain an insight into a literature and an outlook which is other than that of their own country."⁵⁾

Although the survey was inspired by heads of non-language departments, it was enthusiastically supported by professors of foreign languages, who realized that they did not have readily available information on the number of students taking the various languages in the various universities and that any move for "the constructive rethinking" of the rôle of the foreign languages suggested by Crawford in the opening quotation of this report would be assisted by a detailed knowledge of their present position. Throughout the study of the answers to the questionnaires, the writing of the report and the observation of developments since 1964 it was obvious to the author that heads of foreign language departments were already rethinking the rôle of their branch of the humanities.

This report is in no way a "defensive protest" or "last-ditch stand against barbarism", but an objective attempt to show how language professors regard the subjects they teach and the language skills required by students in other university departments. The enquiry was conducted entirely within the universities. It should be supplemented in the future by an enquiry into the Australian community's need for those trained in the language, literature and culture of other nations. It is hoped that it may contribute in some small measure to a constructive re-thinking of the rôle of foreign languages in the modern Australian universities.

4) J. McManners and R.M. Crawford, op. cit., p.16.

5) ibid., p.9.

Distribution and description
of the Questionnaire

The questionnaire was prepared with the help of the Advisory Committee based in Melbourne, and sent with a covering letter signed by the Chairman of the Australian Humanities Research Council to the registrars of all Australian universities for distribution. In most cases the questionnaires were collected and returned by the registrars' offices, and we are most grateful for their help. The year 1964 was used as the base year, and the plans for language courses at Flinders, Macquarie and La Trobe Universities were ascertained. They are listed in Appendix II, together with recent additions to the language curriculum in the older universities.

There were six parts to the questionnaire, four dealing with statistics and two dealing with views on matters concerning the study of foreign languages.

A. Questionnaire A was sent to the office of Students' Records or of the Sub-Dean of Arts in each university, and 100% were returned. From this questionnaire was obtained the total number of students taking a language, and this was expressed as a percentage of the total number of Arts students. It was hoped to ascertain how many students were taking more than one language, but this information was too difficult to extract. Therefore it is a student language unit which is counted in the statistics, i.e., one student taking both French and German will appear in fact as two enrolments or student language units.

B. Questionnaire B was sent to the heads of all language departments and the following response was obtained.

Table A

Questionnaire sent to heads of foreign language departments

A total of 55 questionnaires was sent out, and 49, i.e. 90%, were returned, as shown in the table below:

<u>Department</u>	<u>Returned</u>	<u>Sent</u>
Classics	11 ⁺	11
French	10	10
German	9	9
Indonesian & Malay Studies	2	4
Italian	3	3
Oriental Studies	4 ⁺⁺	4
Russian	4	4
Science Languages ⁺⁺⁺	4	8
Semitic Studies	2	2
<u>TOTAL</u>	49	55
⁺ Including Greek and Latin departments, counted separately. ⁺⁺ Including Chinese and Japanese departments, counted separately. ⁺⁺⁺ Often attached to another language department.		

From this questionnaire was obtained the number of students taking each foreign language broken down into type and year of course, pass, honours and post-graduate students. Since terminology may vary from one university to another, a blank sheet for extra comments was attached, and was used and useful.

C. Questionnaire C was sent to the Deans of Faculties of Accountancy, Economics, Commerce, Architecture and Law. From it was obtained the number of students from these faculties taking a language in the Faculty of Arts. There was 100% return.

D. Questionnaire D was sent to the Deans of Faculties of Agriculture, Agricultural Economics and Rural Sciences, Engineering, Medicine, Dentistry, Science, Applied Science and Veterinary Science. From it was obtained the number of students from these faculties taking a science language or a language in the Faculty of Arts. There was a 100% response.

E. Questionnaire E was sent to the heads of all Arts departments other than foreign language departments and deans of all faculties other than Arts, and there was a 94% response. In it the heads were asked to state what language studies, if any, they would like their honours and post-graduate students to take.

F. Questionnaire F was sent to the heads of all foreign language departments and deans of Arts faculties, and the response was the same as in B. In it the heads were asked about the aims and current practices of their courses, and the deans were asked to describe any recent discussions on foreign languages and reasons for the establishment of new courses.

After the majority of questionnaires had been returned, a Research Assistant, Miss Iola Hack, visited the universities of Queensland, Newcastle, Sydney, New South Wales and A.N.U. to interview those who had not returned the questionnaire or from whom additional information was required.

Throughout the survey great interest was expressed in it, and we in return should like to express our sincere thanks to all those who showed such a ready response.

The position of foreign languages
in the secondary schools

It was decided early in the planning of the survey that it was useless to consider the situation of foreign language teaching and learning in the universities in isolation from the situation in the schools. There is no doubt that there is a close link, in foreign languages as in all other subjects, between the schools and the universities and that university requirements influence the school curriculum. Likewise the position in both schools and universities reflects not only the views of academics and educationists but also the general climate of opinion towards foreign languages found in the community. A senior language teacher in the University of Melbourne, in a document circulated for discussion among members of the Arts Faculty in 1965, when the retention of the foreign language requirement in the Arts degree was being debated, included this statement: "The removal of the language requirement in the Faculty could be the first step towards a steady deterioration of language teaching in the schools, and therefore towards an alteration in the very nature of much of our University language teaching." While his view may be debatable in the light of the statistics which follow, it was evident throughout this survey that there is a very close link between the position of a language in the secondary school curriculum and its position and nature in the universities.

It was fortunate that the director of this survey had already undertaken a study of foreign language teaching in the Australian schools, a study which was undertaken initially at the request of the Australian Advisory Committee for Unesco and supported financially by the Myer Foundation. Some of the statistical information gained during this survey is used here with permission.

University regulations as they affect the teaching
of foreign languages in the schools

No Australian state requires a pass in a foreign language for its pre-matriculation or non-matriculation examinations as such, that is for Junior or Senior, Intermediate or Leaving Certificates. However, in one state, Victoria, the Leaving Certificate is tied to Matriculation for those who intend to matriculate, and a pass in one so-called humanities subject (chosen from the foreign languages, history, economics, social studies) is essential before a student may proceed to matriculation. In another state, Queensland, faculty requirements demand that entrants to the faculties of Engineering, Medicine and Science must have passed a foreign language at the Junior examination.

There is no foreign language requirement for the matriculation examination of the universities of -

Adelaide, Melbourne, Monash, Newcastle,
New South Wales, Queensland and Western
Australia.

The universities of Sydney, A.N.U., Tasmania and New England required in 1964 a pass in either a foreign language or mathematics, although the New England University has since abandoned

the requirement. The reason behind the requirement is that foreign languages and mathematics are considered to be good predictors of the ability of the candidate to undertake a university course.

There was no Arts faculty matriculation prerequisite in 1964 at -

Adelaide, A.N.U., Newcastle, New England,
N.S.W., Sydney, Tasmania, Western Australia
and Monash (since altered to require a pass
in a Leaving foreign language or matriculation
mathematics).

Melbourne still requires a pass in a Matriculation foreign language for entry to the Arts faculty, as does Queensland for entry to Arts and Law.

The contrast between the situation in the schools today and in pre-war days is striking. Before 1939 virtually every state required a pass in a foreign language for all its public examinations, so that all children in the academic schools took and continued to take a foreign language throughout their school courses. Today all academic schools offer a foreign language, which is taken by the majority of pupils only for one or two years. Thereafter the erosion sets in, and foreign languages are taken by only a minority of senior students.

However, university requirements and policies in Victoria, New South Wales, Queensland and Tasmania ensure that foreign languages maintain an important place in the curriculum. In South Australia and Western Australia there is now no extrinsic reason why foreign languages should be studied, and they maintain their place in the curriculum for intrinsic reasons.

Statistics of pupils taking foreign languages in the schools

The following table shows the proportion of school-children in each state except South Australia taking a foreign language at the beginning and end of the school course, with a breakdown according to sex, location of school and type of school. The figures are only approximate, as endless difficulties were encountered in their compilation. They are, however, accurate enough for conclusions to be drawn from them. In some respects there are similarities between the states, so that it is possible to discern an Australian pattern or trend. In other respects there are marked differences between the states which are not easily explicable. The statistics are based on a study of a secondary school "generation" starting in Form I in 1957 or 1958, and completing the school course in 1962 or 1963.

Table B - next page.

Table B
Statistics of Pupils taking Foreign Languages in the Secondary Schools

School Generation 1957/8 to 1962/3	% of Form I pupils beginning a language	% of Form 6 or 5 taking a language	Persistence rate % from Form 1 to Form 6 or 5	Most popular languages at Form 1†	% of metropolitan and country pupils beginning a language	% of government and independent pupils beginning a language	Persistence rate % from Form 1 to Form 6 or 5	% of boys and girls who begin a language	Persistence rate % of boys and girls
Victoria	65	27	9	French 59% (of total Form 1 enrolment) Latin 11% German 1%-3%	Metro. 64 Country 65	Govt. 57 Ind. 91 (Govt. schools offer 3 langs, Ind. 8)	Govt. 5 Ind. 15	Boys 56 Girls 74	Boys 7.6 Girls 9.4
N. S. W.	33	45	31	French 31% Latin 6%-12% German 1%-3%	Metro. 39 Country 25	Govt. 26 Ind. 58 (5 - 8)	Govt. 31 Ind. 31	Boys 33 Girls 32	Boys 28 Girls 35
Queensland	57 (Form 3)	50	43	French 47% Latin 14% German 6% (Form 3)	Metro. 59 Country 55	Govt. 46 Ind. 80 (3 - 5)	Govt. 20 Ind. 25	--	--
Tasmania	57	54	17	French 55% Latin 7% German 2%-11%	Metro. 69 Country 53	Govt. 49 Ind. 91 (4 - 3)	Govt. 16 Ind. 17	Boys 53 Girls 62	Boys 14 Girls 19
W. A.	39	33	17	French 33% Latin 9% German 2%	Metro. 33 Country 26	Govt. 29 Ind. 79 (2 - 4)	Govt. 14 Ind. 22	--	--

Nomenclature for secondary school classes varies from state to state. The term Form 1 is used to indicate the first year of the secondary school course, where foreign languages are normally begun, and Form 5 or 6 to indicate the final year of the course. Queensland was a special case.

"Persistence rate" means the percentage of pupils starting the course who finish it.

†Where German or Latin is begun by most pupils in Form 2, the percentage of Form 2 is also given.

The following observations are worth noting:

1. Approximately one half of Australian school children are given the opportunity of commencing a study of a foreign language. Whole categories of children, for example those attending a non-academic secondary school such as the Victorian Junior Technical School, are excluded from learning a language.
2. However, the proportion of pupils beginning a language does not seem to bear any relationship to the proportion of those continuing to take a foreign language throughout the school course and the persistence rate throughout a school generation. Victoria, which has the highest proportion of pupils starting a foreign language has the lowest proportion in Form 6 taking a foreign language and by far the lowest persistence rate. New South Wales, with the lowest proportion starting, has a high persistence rate. Queensland appears to be the state where languages are most popular, but the whole situation there is influenced by the fact that the secondary school course was a four year course.
3. In each state French is by far the most popular language. Latin is the only other language taken by substantial numbers of pupils, and apart from German, only a handful of children take any other language.
4. In all states except Victoria, where the proportions are virtually even, the city child is much more likely to begin a foreign language than the country child.
5. In all states a far higher proportion of children attending independent schools take a language than those attending government schools. In three out of five states the independent schools offer a greater variety of languages than government schools, but the numbers of children learning the rarer languages is very small. The foreign language holding power of the independent schools is, with the exception of New South Wales, higher than that of the government schools. It should be noted, of course, that the general holding power of the independent schools is higher, and this affects the language holding power.
6. It was unfortunate that it was impossible to obtain the sex breakdown for two states. The sex difference that is so noticeable among language beginners in Victoria does not exist in N.S.W., and only to a very modified degree in Tasmania. The language holding power is greater with girls than boys in all three states.

Factors which influence students
to take a foreign language at the university

Against this background of foreign language learning in the schools it is now worth considering the factors which lead students to take a foreign language at the university, apart from the fact that they are interested in it or that they need it for a particular career. There are in Australia indeed comparatively few vocations open to linguists, apart from teaching. Firstly, students may take a language because they are compelled to by Faculty regulations. Such compulsion helps to explain, for example, the very high proportion of students taking a foreign language at Melbourne University, many of whom in 1964 took a one year terminal course (See Table C, p. 13). Secondly, students may take a language because they have studied it at school, whether through external compulsion or school policy or free choice. In other words, where a large body of students in the schools has studied a foreign language for five or six years, a pool of prior knowledge is created, and many are pre-disposed to use the language for a sub-major or an additional subject, even if they do not wish to specialize in it. They may on the other hand be predisposed not to continue their language study because of dislike! Sydney appears to illustrate the former view, for here, although they are not required to do so, many students do study foreign languages. Another reason for the popularity of languages at Sydney is the third factor I wish to mention, namely the number and variety of languages offered. Melbourne, with its offering of eleven languages, and Sydney with ten—classical, Western European, Slavonic, Semitic and Asian—obviously attract students who might not be interested in a more limited range. The small proportion of students taking a language at Adelaide, where the compulsory requirement of one year's study still prevailed in 1964, is partly explained by the small offering of the four traditional languages—Latin, Greek, French and German. The age, size and type of university may well be the fourth factor. The older universities have developed a tradition of language teaching dating from the time when the classical languages were the most important Arts subjects, the larger universities are able to provide a greater variety of languages, and universities with a technological or agricultural emphasis, or which have large numbers of external students for whom advanced modern language courses are not suitable, have a small proportion of language students, as for example New England and New South Wales. In the University of New South Wales foreign languages were not taught during the first fifteen years of its existence, but from now on the numbers may be expected to rise rapidly. The availability of elementary courses is a fifth factor, and an important one. In the present circumstances in Australia elementary courses must be provided in all languages except French and Latin, and possibly German, if a proper range of languages is to be provided in Australian universities. Sixthly, the reputation and vigour of individual language departments obviously attracts students to them. Here is something which cannot be measured, but it is difficult to explain the popularity of German in some universities in contrast with its popularity in the schools, except in terms of reputation and measures taken to interest students. And it will be interesting to see the results, in terms of numbers of students first, and later of their quality, of new courses designed by new and very often young heads of departments in new or even old universities, which depart significantly from the traditional type of language courses. Finally, there

is no doubt that the cultural climate of a city or state influences students either to undertake or abandon language studies at school or university. The widespread view held among boys attending state high schools in Victoria, for example, that foreign languages are useless, a view noted in the school survey, obviously affects the position of languages in that state, and it is probable that boys in other states would think similarly. Language teachers in the University of Western Australia speak eloquently about the apathy or even hostility of the citizens of that state towards foreign languages.

Without a thorough investigation of student opinion on foreign language learning it is impossible to determine whether these are the only or indeed the most important reasons why students take a foreign language in the universities, but they are worth bearing in mind as we look at the statistics for the Australian universities.

The Position of Foreign Languages in the Universities 1964

Faculty and departmental requirements
in foreign languages

Arts Faculty

There was no Arts Faculty requirement at:

A.N.U., Sydney, Newcastle, New England,
Tasmania or Western Australia (except
for honours students).

A pass in Part 1 of a foreign language was required at Adelaide (since abandoned for a compulsory subject chosen from a foreign language or philosophy or mathematics), Melbourne (since abandoned for a different grouping system, where students must take subjects from four out of five groups, of which foreign languages form one), and Queensland.

Monash required a pass in a language other than English or mathematics or economic statistics, unless a pass had been obtained in a foreign language or mathematics at matriculation level.

The following Arts departments required their students to take a foreign language course or demonstrate competence in one or more languages:

<u>A.N.U.:</u> Geography (Hons)	<u>New England:</u>	Geography (Hons)
History "		Mathematics "
Mathematics "		
Oriental) "	<u>New South Wales:</u>	Drama (Pass - English
Studies) "		or French or German)
East Asian) "		Philosophy (Hons)
Studies) "		History & Philosophy
		of Science (Hons)
<u>Sydney:</u> Archaeology	<u>W. A.:</u>	Anthropology
Mathematics		English
Music		Geography (with
		Linguistic Emphasis)
<u>Melbourne:</u> All departments except		History (with
Economics, Mathematics and		Literary Emphasis)
Psychology required their		
honours students to take a		
foreign language course.		

Other Faculties

Science Faculty

The following departments require their students to demonstrate competence in one or more languages or take a course:

<u>A.N.U.</u>	Melbourne. All students (A Science Language
Botany (Hons)	course).
Chemistry "	Monash. Candidates for honours degrees in
Physics "	some departments.
Theoretical "	Queensland. All honours candidates.
Physics	Tasmania. All honours candidates.
Zoology "	Western Australia. Honours candidates at
	discretion of Head of Department.

Music Faculty

Melbourne: Students of the vocal school (a special language course).

Arts Faculty Statistics 1964

Table C

University	Total Arts enrolment	Total number of students taking examinations in 1 or more language	Percentage taking languages
Adelaide	2778	547	19.69
A. N. U.	1103	332	30.10
Melbourne	3214	1719	53.48
Monash	1173	550	46.89
Newcastle	571	182	31.87
New England	2445	167	6.83
New South Wales	792	39	4.92
Queensland	2870	1084	37.77
Sydney	5796	1968	33.95
Tasmania	1523	171	11.23
Western Australia	1684	361	21.44
TOTAL	23949	7120	29.73

It will be noted that approximately 30% of the total Arts enrolment took at least one foreign language, and the percentage ranges from 5% in New South Wales to 53% in Melbourne. The New South Wales figures are misleading, since foreign language teaching had just begun there, but there is no reason to believe that the figures for Adelaide, New England, Tasmania and Western Australia, which are well below the national average, are likely to increase. Indeed the percentage at Adelaide may well decrease with the change in the Arts Faculty requirement. Melbourne and Monash are the only two universities which have a percentage well above the national average, and their proportionate numbers are likely to decrease with the abolition of the faculty requirement at Melbourne and the development of other Arts departments at Monash. The national average is likely to stabilize at approximately 20 - 25% under present conditions.

TABLE D

Students from other faculties taking examinations in foreign languages in the Arts faculty 1964

University	Accountancy		Architecture Dutch	Commerce or Economics								Law						TOTAL			
	Fr.	Ger.		Chin.	Dch	Fr.	Ger.	Heb.	Indo.	Lat.	Russ.	Dch	Fr.	Ger.	Gr.	Heb.	It.		Lat.	Russ.	
Adelaide	--	--	No reply	0	0	2	0	0	0	1	0	0	0	0	0	0	8	0	12		
A. N. U.	--	--	--	--	--	--	--	--	--	--	--	0	2	0	1	0	0	1	4		
Melbourne	--	--	1	0	2	0	2	1	0	0	1	1	47	9	2	2	9	16	96		
Monash	--	--	--	0	0	2	0	0	1	0	0	--	--	--	--	--	--	--	3		
Newcastle	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
New England	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
N. S. W.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Queensland	2	2	0	0	0	2	5	0	0	0	0	0	3	1	0	0	0	0	15		
Sydney	--	--	--	1	0	1	0	0	7	0	0	--	--	--	--	--	--	--	9		
Tasmania	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
W.A.	--	--	--	--	No reply								--	--	--	--	--	--	--	--	
TOTAL	2	2	1	1	2	7	7	1	8	1	1	1	1	53	10	3	2	9	25	3	139

Students from other faculties taking examinations in
foreign languages in the Arts Faculty 1964

(Table D see p.14)

Only 139 students from faculties other than Arts or Science took a foreign language as part of their course. Of the 139, the majority were from the Law faculties and from Melbourne. French, Latin and German were the most popular languages.

The faculties of Commerce, Economics or Accountancy in five universities (Adelaide, Melbourne, Monash, Queensland and Sydney) permitted their students to take a foreign language as part of their course, but only 32 availed themselves of the opportunity. This small number fits in well with the views of the heads of departments in these faculties. They are lukewarm, to say the least, about the desirability of even their honours students studying a foreign language, and, with one or two exceptions, do not want special courses provided for them. Nor do they require or wish their post-graduate students to take language courses. They make the point that English is the language for research in economics.

The Law faculties of four universities (Adelaide, A.N.U., Melbourne and Queensland) permitted their students to take a foreign language as part of their course and 108 availed themselves of the opportunity. Some of them were undoubtedly intending to take a combined Arts-Law degree at Melbourne, and others may well have continued with French or Latin because they had taken and perhaps liked it at school. The heads of Law faculties did not require their honours students to take a foreign language, did not wish special courses to be designed for their students and did not want their post-graduate students to take foreign languages.

Only one stray architecture student in Australia took a foreign language course, and there is no demand or desire for foreign language competence on the part of the heads of departments of architecture.

Conclusion. A handful of students in the faculties of Commerce, Economics, Accountancy, Law (and Architecture) choose to take the first year of a foreign language as part of their course, but there is no demand or desire on the part of the heads of departments that students at any level should possess foreign language skills.

Views of Deans of Faculties of Accountancy, Economics or
Commerce, Architecture and Law taken from Questionnaire

TABLE E

Questionnaire sent to Deans of Faculties of Accountancy, Economics or Commerce, Architecture and Law.

Question 1 (a) - Do you require your honours students to have a knowledge of foreign languages? If so, which ones?

Dept.	Accountancy, Economics or Commerce	Architecture	Law	Total
a. Yes	0	0	0	0
b. No	8	4	6	18

Question 1 (b) - Do you consider it essential, highly desirable, or desirable or unnecessary that honours students should have a knowledge of foreign languages?

a. Desirable	4	2	3	9
b. Unnecessary	4	2	3	9

Question 2 - Are your students required to take a standard first-year language course in the Faculty of Arts? If so, how many?

a. No	8	4	5	17
b. English or foreign language	0	0	1	1

Question 3 - Do you think that special language courses based on prior knowledge should be provided by the language departments of the university for your honours students? Which languages? What linguistic skills would you wish them to acquire?

a. Yes	2	0	0	2
b. No	6	3	6	15
c. Depends	0	1	0	1

Question 4 - Do you think that elementary language courses should be provided by the language departments for your honours students to enable them to acquire knowledge of a new foreign language they have not previously studied?

a. Yes	1	0	2	3
b. No	4	4	4	12
c. Probably	3	0	0	3

Question 5 - Do you think that students taking a master's or doctoral degree should take courses and tests in a foreign language or languages as well as presenting a thesis? If so, which language or languages?

a. Yes	2	0	0	2
b. No	5	4	5	14
c. Under consideration	0	0	1	1

TABLE F
Students in Science faculties taking examinations in foreign languages⁺ 1964

University	Agric. Russ.	A.S.	Dental Sci.		Engineering			Medicine		Science				V.S.	TOTAL			
			Fr.	Ger./Lat.	Chin.	Fr.	Ger./Gk.	Indo./Russ.	Fr.	Ger.	Indo.	Lat.	Russ.					
Adelaide	NR		NR		NR			0	0	0	0	21	0	0	0	21		
A. N. U.											0	0	34	0	0	11	45	
Melbourne	0	0	0	0	0	No record kept		0	0	0	0	159	142	0	0	21	322	
Monash					0	0	0	0	0	0	0	6	11	0	0	2	19	
Newcastle		0			0	0	0	0	0	0	0	0	0	0	0	0	0	
New Engl.	0										0	0	14	0	0	0	14	
N. S. W.					0	0	0	0	0	0	0	0	0	0	0	0	0	
Q'land	0		0	1	0	No record kept		0	0	0	0	0	28	0	0	0	29	
Sydney	0		2	0	1	4	3	1	1	1	0	11	5	2	3	0	78	
Tasmania	1					0	0	0	0	0	2	NR				3		
W. A.	0		0	0	0	0	0	0	0	0	0	0	44	0	0	5	49	
TOTAL	1	0	2	1	1	4	3	1	1	1	2	11	5	2	3	14	170	580

⁺ All figures are for science language courses, except for Sydney where the courses taken are standard courses.

A.S. = Applied Science; NR = No reply; V.S. = Veterinary Science.

Note: Records are often incorrect.

Students in Science-based faculties
taking examinations in foreign languages 1964

(Table F see p. 17)

Special attention should be drawn to Sydney University here, where 78 students from the faculties of Dental Science, Engineering, Medicine and Science took standard courses provided by the appropriate language departments. The remaining 502 students took specially designed "science language courses" given either in a special department controlled by the Science Faculty (as at Melbourne) or by the normal language departments. The vast majority of the students listed above were from the science faculties and from Melbourne (322). German (306), French (186) and Russian (42) were the only languages taught.

Views of Heads of Science-type Departments
on Foreign Languages taken from Questionnaire

Question 1 (a) - Do you require your honours students to have a knowledge of foreign languages? If so, which ones?

Dept.	Agriculture, Agricultural Economics or Rural Science	Engineering	Medicine and Dentistry	Science and Applied Science	Ve . Science	TOTAL
a.Yes	0	0	0	5	0	5
b.No	7	8	11	5	2	33
c.Depends on department	0	0	0	4	0	4
d.Not yet decided	0	0	0	2	0	2

Question 1 (b) - Do you consider it essential, highly desirable, desirable or unnecessary that honours students should have a knowledge of foreign languages?

a.Highly desirable	0	1	1	6	2 (1 for post-graduates only)	10
b.Desirable	4	4	5	7	0	20
c.Desirable but impossible	0	2	0	0	0	2
d.Russian	0	0	0	1	0	1
e.Unnecessary	3	1	5	1	1 (for honours students)	11

Question 2 - Are your students required to take a standard first-year language course in the Faculty of Arts? If so, how many?

a. Yes	0	0	0	1	0	1
b. No	7	8	11	14	2	42

Question 3 - Do you think that special language courses based on prior knowledge should be provided by the language departments of the university for your honours students? Which languages? What linguistic skills would you wish them to acquire?

Dept.	Agric., Agric'al Economics or Rural Science	Engin- eering	Medicine and Dentistry	Science and Applied Science	Vet. Science	TOTAL
a.Yes	1	2	2	3	1	9
b.No	6	6	9	12	1	34

Question 4 - Do you think that elementary language courses should be provided by the language departments for your honours students to enable them to acquire a knowledge of a new foreign language they have not previously studied?

a.Yes	2	4	3	9	1	19
b.No	5	3	8	6	1	23
c.Technical German	0	1	0	0	0	1

Question 5 - Do you think that students taking a master's or doctoral degree should take courses and tests in a foreign language or languages as well as presenting a thesis? If so, which language or languages?

a.Yes	2	2	1	9	1	15
b.No	2	3	10	6	0	21
c.Depends	3	0	0	0	0	3
d.Should be optional	0	3	0	0	1	4

There were several comments that there are good abstracting and translation services available.

French, German and Russian were the languages mentioned by Agriculture, Engineering and Science, with Latin and Greek for Zoology and Botany. Heads of Engineering Faculties stressed that a study of a foreign language should be optional.

It is necessary to distinguish here between the views held by Deans of Agriculture, Engineering, Medicine, Dentistry and Veterinary Science and those held by Deans of Science and some heads of science departments. The former do not require any of their students to have a knowledge of foreign languages, whereas many of the latter do -- five faculties require their honours students to know a foreign language and there is strong support for the teaching of special elementary courses for honours students as well as for courses and tests for post-graduate students. Thus the heads of science departments are much more favourably disposed to foreign languages than those of Commerce and Law, and indeed of some of the Arts professors. Knowledge of the language is in all cases regarded as a tool, with the reading and translating skills paramount, but many heads also stressed the need they felt to be able to converse with overseas colleagues. French, German and Russian (that is, the major European languages) were regarded as the most useful languages, while Zoology and Botany professors mentioned the

usefulness of Latin and Greek.

Conclusion. Here then is a strong demand for the acquisition of a knowledge of a foreign language for practical, technical reasons, for communication with foreign colleagues, which is surely a humane activity. There are therefore strong reasons why universities as such, if not the language departments themselves, should provide this service.

FRENCH:

TABLE H

University	Elementary	1st year Terminal	1st year	2nd year	3rd year	Honours		Postgraduate	Total:
A.N.U.	-	-	70	16	14	2	2nd year P 1 4th year P	1 M.A.Prelim.	Elementary NIL 1st year) 668 Terminal) 1271 1st year 576 2nd year 260 3rd year
Melbourne	-	385	237	138	62	2	1st " P 48 1st " C 4 2nd " P 20 2nd " C 2 3rd " P 7 3rd " C 1 4th " P 7 4th " C	5 M.A. " 15 M.A. 4 Ph.D.	
Monash	-	118	93	39	7	3	2nd " P 3 3rd " P	2 M.A.Prelim. 1 M.A.	
New England	-	-	28	38	4	-	-	1 B. Litt. 4 Ph.D.	Pure 64 Combined 142
New South Wales	-	-	34	2	-	-	-	-	Postgraduate
Newcastle	-	-	47	29	12	5	2nd year P 3 3rd " P 1 4th " P	2 M.A.Prelim. 1 M.A.	M.A.Prelim. 14 M.A. 22 B.Litt. 1 Ph.D. 10 47
Queensland	-	165	275	120	55	11	1st " P 20 1st " C 4 2nd " P 4 3rd " P 3 4th " P	4 M.A.Prelim. 4 M.A. 2 Ph.D.	
Sydney	-	-	325	144	78	23	2nd " C 11 3rd " C 5 4th " P	-	N.B. - Adelaide figures not included.
Tasmania	-	-	47	15	13	3	2nd " P 3 3rd " P 3 4th " P	-	
Western Australia	-	-	115	35	15	1	4th " P	1 M.A.	

GERMAN:

TABLE H

University	Elementary	1st year Terminal	1st year	2nd year	3rd year	Honours	Postgraduate	Total:
Adelaide	75	-	48	27	7	4 2nd year P 4 3rd " P 1 3rd " C 6 4th " P	5 M.A.Prelim. 2 M.A. 1 Ph.D.	551
Melbourne	-	-	88	56	26	2 1st " P 22 1st " C 4 2nd " P 24 2nd " C 1 3rd " P 6 3rd " C 3 4th " P 8 4th " C	7 M.A.Prelim. 43 M.A. 5 Ph.D.	16 556 281 127
A.N.U.	-	16	14	7	8	3 1st " P 1 3rd " P	1 M.A. 1 Ph.D.	<u>Honours</u>
Monash	239	-	29	3	4	4 2nd " P 3 2nd " C 2 3rd " P	2 M.A. 4 Ph.D.	Pure 118 Combined 64
New England	-	-	8	10	4	8 2nd " P 1 3rd " P	2 M.A.Prelim. 1 Ph.D.	182
Newcastle	11	-	30	10	1	2 2nd " P 1 3rd " P 2 4th " P	1 Ph.D.	<u>Postgraduate</u>
Queensland	65	-	119	48	26	15 1st " P 6 2nd " P 8 3rd " P 4 4th " P	3 M.A.Prelim. 3 M.A. 4 Ph.D.	17 64
Sydney	60	-	136	79	35	16 2nd " P 14 3rd " P 2 4th " P	11 M.A. 11 Ph.D.	29 110
Tasmania	-	-	32	5	11	3 2nd " P	2 M.A. 1 Ph.D.	
Western Australia	101	-	52	36	5	1 4th " P	-	

LATIN:

TABLE H

University	Elementary	1st year Terminal	1st year	2nd year	3rd year	Honours	Postgraduate	
Adelaide	-	-	158	38	20	1 4th year C	-	<u>Total:</u>
A. N. U.	-	-	12	11	6	2 4th " P	-	Elementary 20
Melbourne	-	-	84	32	23	2 1st " P	-	First year) -
						4 1st " C		Terminal)
						1 2nd " P		
						9 2nd " C		1st year 550
						6 3rd " P		2nd year 208
						2 3rd " C		3rd year 96
New England	20	-	16	20	8	1 4th " P	2 Litt. B. 1 M.A.	<u>Honours</u>
						-		Pure 47
Newcastle	-	-	28	13	6	-	-	Combined 19 66
Queensland	-	-	75	9	2	2 2nd year C 1 3rd " P	-	
Sydney	-	-	160	80	34	15 2nd " P	12 M.A.	<u>Postgraduate</u>
						10 3rd " P		Litt. B. 2
						6 4th " P		M.A.Prelim. 2
Tasmania	-	-	4	-	2	1 1st " C	-	M.A. 13 17
Western Australia	-	-	13	5	-	1 4th " P	2 M.A.Prelim.	

TABLE H

GREEK:

University	1st year Elementary	1st year	2nd year	3rd year	Honours	Postgraduate	
Adelaide	11	10	2	2	-	-	Total: Elementary 95 (+ 20 First year } summer Terminal } - school)
A. N. U.	-	-	2	1	-	-	1st year 52 2nd year 28 3rd year 14
Melbourne	20 (summer school)	11	2	4	2 1st year P 4 1st " C 1 2nd " P 1 2nd " C 6 3rd " P 2 3rd " C	1 M.A.	
New England	6	4	5	4	1 4th " P 1 4th " C	1 M.A.Prelim.	
Newcastle	4	1	2	-	-	-	Honours Pure 28 Combined 11 39
Queensland	21	3	-	-	1 2nd " C	-	
Sydney	12	17	5	1	10 2nd " P 4 3rd " P 4 4th " P 1 4th " C	-	Postgraduate M.A.Prelim. 1 M.A. 1 1/2
Tasmania	9	-	-	1	1 1st " C	-	
Western Australia	32	6	10	1	-	-	

TABLE H

ITALIAN:

University	Elementary	1st year Terminal	1st year	2nd year	3rd year	Honours	Postgraduate	Total:
Melbourne	101	-	31	21	14	5 1st year P 3 1st " C 8 2nd " P 7 2nd " C 4 3rd " P	-	Elementary 103 1st year) NIL Terminal) 1st year 96 2nd year 29 3rd year 30
Sydney	2	-	42	2	16	3 3rd " C 5 4th " C	-	Honours - Pure 17 Combined 18
Western Australia	-	-	23	6	-	-	-	35

RUSSIAN:

University	Elementary	1st year Terminal	1st year	2nd year	3rd year	Honours	Postgraduate	Total:
A. N. U.	-	-	18	5	3	1 2nd year P 1 4th " P	1 M.A. Prelim. 1 M.A.	Elementary 45 1st year) 5 Terminal) 1st year 88 2nd year 17 3rd year 14
Melbourne	20	5	6	6	11	3 1st " P 3 1st " C 5 2nd " P 3 2nd " C 2 3rd " P 3 3rd " C 2 4th " P 3 4th " C	2 M.A. Prelim. 6 M.A.	Honours Pure 14 Combined 12 26
Monash	-	-	43	-	-	-	-	Postgraduate M.A. Prelim. 3 M.A. 7 10
Queensland	25	-	21	6	-	-	-	

INDONESIAN (and Javnese) or MALAY:

TABLE H

University	Elementary	1st year Terminal	1st year	2nd year	3rd year	Honours	Postgraduate	Total: Elementary 2nd year 3rd year Honours - Pure Combined	Malay 51 6 - 18 3 21	Indonesian 95 22 7 12 3 21
A. N. U.	36	-	-	10	3	1st year 2nd " 3rd 2	-			
Melbourne	33	-	-	12	4	1st " 3rd 3	-			
Monash	Malay Ind. 51 26	-	-	Malay 6	-	-	-			

CHINESE:

A. N. U.	8	-	-	5	-	1st year 2nd " 3rd 4 3 1	1 M.A.	Total: Elementary 1st year 2nd year 3rd year Honours - Pure Combined Postgraduate M.A. Ph.D.	26 29 30 15 12 11 23 6 8 14
Melbourne	9	-	-	5	5	4th " 4th 2	1 M.A.		
Sydney	8	-	29	20	10	2nd " 3rd 6 5 1	4 M.A. 8 Ph.D.		

TABLE VI

University	Elementary	1st year Terminal	1st year	2nd year	3rd year	Honours	Postgraduate	Total: Elementary 1st year 2nd year 3rd year Honours Pure Combined	31 65 23 13 Postgraduate M.A.Prelim. 4 M.A. 9 Ph.D. 2 15
SEMITIC STUDIES									
Melbourne	24 (Hebrew)	-	Hebr. 35 Arab. 9 Syr. 6 (50)	Hebr. 6 Arab. 3 Syr. 2 (11)	Hebr. 8 Arab. 1 Syr. 2 (11)	2 1st year P 2 3rd " P 2 3rd " C	3 M.A.Prelim. 8 M.A. 1 Ph.D.		
Sydney	7 (Hebrew)	-	15 (Hebr.)	12 (Hebr.)	2 (Hebr.)	2 2nd " P	1 M.A.Prelim. 1 M.A. 1 Ph.D.	6 2 8	M.A.Prelim. 4 M.A. 9 Ph.D. 2 15
JAPANESE:									
A. N. U.	9	-	-	7	-	3 1st year P 4 2nd " P 4 3rd " P 1 4th " P	-	19 11 13 Postgraduate M.A. 1 Ph.D. 1 2	
Sydney	10	-	11	6	-	3 2nd " C	1 M.A. 1 Ph.D.	12 3 15	
DUTCH:									
Melbourne	-	-	36	3	3	9 1st year P 7 2nd " P 2 3rd " P 2 4th " P	-	36 3 3 Honours - Pure 20	
SWEDISH:									
Melbourne	-	-	9	4	to begin in 1965.	-	-	9 4 -	

Foreign languages taken by
university students in the Arts Faculty

Now let us examine the tables showing which languages are taken by students, and for how long and at which level. It is known that there are slight inaccuracies here, but they are not sufficiently important to detract from the general conclusions. Since 1964 there have been additions to the language curriculum in several universities, and they are listed in Appendix II together with firm plans for the next triennium.

(Table H see pp.21-27)

From the point of view of numerical importance the languages can be divided into four groups:

Group A ~ 3000-960 students

Three languages, French, German and Latin are taken by substantial numbers of students and are taught in virtually all universities. These, together with Greek, are the traditional languages, Latin being taught right from the foundation of the older universities, and French and German being the first modern languages to be introduced. In fact, they were almost the only modern languages taught in any Australian university until after the end of the Second World War.

French. Approximately 3000 students, excluding Adelaide, took the subject in 1964, and it is taught in all universities. Even in the new universities it has been the first foreign language to be introduced. No department provided an elementary course, since French is taught universally in the schools. (The University of Western Australia has since begun an elementary course.) Of the total numbers of 3000, over 30% took a terminal first-year course (usually IA) in the universities which have or had some type of compulsory foreign language requirement. Another 30% took only the first-year course, some no doubt preferring this broader course to a terminal course, or wishing to leave the way open for a sub-major in the subject, or wishing to equip themselves better to teach the language. After first year there was a big fall-out, but there were still over twice as many in second year as in any other language. The number taking the third year was half that of second year. The honours school was important — perhaps not as strong numerically as might have been expected — with 200 students, and there was a substantial post-graduate school — perhaps not as substantial as might have been expected — with 14 students taking M.A. preliminary and 33 M.A. and Ph.D., with others no doubt pursuing higher degrees in France.

Here then is an important Western European language which, because of its own merits, its tradition in schools and universities and its relative ease, is by far the most popular language learnt in the universities. School policy in all states has a most important influence on the numbers who take it at university level. A steady flow of recruits to the university departments ensures a steady returning stream of teachers to the schools. The numerical importance of a subject like this becomes self-perpetuating, especially when it is supported by compulsory matriculation and faculty prerequisites and faculty requirements. French has always been able to rely on a steady recruitment from the schools and has had not need to provide an elementary course, but this position may well

change, with changes in regulations. There has been in the past a need for a terminal course, but this IA course has now (1966) been abandoned in Melbourne. But is there not a case for providing different (not superior or inferior) but different courses to suit different tastes and needs, especially in a subject where there are large numbers of students? This question will be examined again later. Meanwhile the obvious predominance of French, with approximately 43% of the total language enrolment, is striking.

German is the next most popular language, but it has only half the number of students taking French. It is taught or is going to be taught in all universities which answered the questionnaire. The numbers taking German represent a notable achievement, since German in the schools is taken by such a few pupils, and German displaces Latin at the university for the second place the latter held in the schools. Elementary courses account for 551 students, or approximately 1/3 of the total number, and are an important means by which students are attracted to German. The elementary courses have a variety of status: in some universities the elementary course counts as a full unit in the Arts degree only if the study of German is continued further, and many of those who finish the elementary course do proceed to German I; in other universities, for example, Adelaide and Monash, the elementary course ranks as a full unit in its own right. It will be noted that German has a better holding power than French from first to second and from second to third year. This may be explained by the fact that some students of German may be specially interested in and good at languages, because German was their second language at school, and only the linguistically gifted were encouraged to study it. Or it is possible that only keen students begin elementary courses at university level or that it is more stimulating to work in a department of moderate size where there is greater individual attention. Whatever the reasons, students of German show a keenness for the subject which is most evident in the strength of the honours school, which, with 182 students, rivals that of French, and German had by far the most substantial post-graduate schools in 1964 with 17 M.A. preliminary and 64 M.A. and 29 Ph.D. candidates.

In concluding this examination of German, it is obvious that a vigorous policy is carried out by German departments to compensate for the relatively small flow of recruits from the schools. Native speakers of German or students of German background constitute a small, but only a small, contributory factor to the popularity of German.

Latin, taught in all universities except New South Wales, attracted 960 students in 1964, and is the third language in Group A. After it comes the big drop in numbers. Latin has a potentially steady recruitment of students from the schools, where it is taught to far more pupils than German, especially in Catholic boys' schools. Yet it attracts far fewer university students than German. Only one university, New England, gave an elementary course, which attracted a total of 20 students. After an important first year, the numbers of students were halved for second, and again for third year, as was the case for French. There were 66 students in the honours schools, but a very small post-graduate school, with not one Ph.D. candidate in 1964. This is partly explained by the fact that students are encouraged to take post-graduate work in overseas universities. In conclusion we may note that Latin, like French, has felt no need to

institute elementary courses since it seems assured of a fair flow of students from the schools.

Group B - 258-185 students

After the big three, comes a mixed group of languages, with a moderate number of students, the bare minimum, one would think, out of which to build honours schools and post-graduate work.

Italian, with 258 students, heads this group. It is a newcomer to Australian universities and is taught only in three — Sydney, Melbourne, W. A. There is no professor in either Melbourne or W.A., and some comment seems called for at this point. Language departments in Australian universities seem to suffer, more perhaps than any other group of departments, from having a non-professorial head of department. Italian is taught very little in the schools, although by now an adequate supply of competent teachers must be available, at least in Victoria and New South Wales. Therefore there is no steady flow of students already knowing the language. To offset this, there has been an important elementary course in Melbourne, but this is to be discontinued. The honours schools are gradually being built up, but as yet no post-graduate work is undertaken. It is worth noting that in spite of the size of the Italian community in Melbourne and Sydney, there are very few native speakers taking Italian at the universities.

In conclusion, it is difficult to see how Italian will flourish if elementary courses are not given at the university unless, as seems unlikely, there is a changed policy in the schools. And one might well pose the question — why is Italian taught in so few universities?

Greek, with almost as many students as Italian (248) is taught or is going to be taught in all universities except New South Wales. It is an old, traditional subject, and in spite of its intrinsic value, one wonders if the numbers taking it warrant its teaching in so many universities. The question of distribution or rationalization of language resources is a tricky one, and is merely raised here in order to be discussed more fully later. There is virtually no recruitment for Greek from the schools, and therefore elementary courses account for almost half of the students. Their status ranges from that of an intensive summer school to that of a full first-year subject leading to second year. The fall-out resembles that of French and Latin — 50% from first to second, and second to third year. While there are 34 students in the honours schools, there is almost no post-graduate work carried out in Australia.

Considering its almost non-existent position in the schools, Greek does well at the university, and the importance of the elementary courses is paramount.

Indonesian (with Javanese and Malay) is a newcomer to Australian universities and is the most important of Asian languages taught here, with 196 students (excluding Sydney). It is worth noting that a study of the language may form only part of an area study, and is not always considered as fulfilling a compulsory language requirement. It is taught only in four universities (including two in the city of Melbourne) and here the problem of distribution is raised again. Since Indonesian is scarcely taught in the schools the elementary

courses are essential and are counted as full first-year subjects. There is a big drop-out after the first year, and this is an interesting phenomenon. It might have been thought that those who tackled a new Asian language at the university would be eager to continue, but the drop-out is as great as in any other language. Honours courses are being developed, but as yet there is no post-graduate work.

Summing up, the number of students taking the language of our nearest neighbour is insignificant and it would be desirable to increase it. It is abundantly clear that it should be taught outside three cities.

Russian is a post-war newcomer to Australian universities and is taught in only four, including two in the same city (A.N.U., Melbourne, Monash, Queensland). It seems extraordinary that it is not taught at Sydney or at any of the universities in the state of N.S.W. It is also extraordinary that a European language, so important for literary, cultural, political and scientific reasons is taken by fewer than 200 students (185). It should also be noted and deprecated that the heads of the Russian departments at Melbourne and Queensland are of sub-professorial rank.[‡] There are twenty-six students in the honours schools and a flourishing post-graduate section at the M.A. level (6 preliminary M.A., and 14 M.A. candidates). Elementary courses are essential, and preliminary intensive summer courses have played an important part in attracting students to a language taught very little in the schools, although in Victoria and Queensland there must be an adequate supply of teachers of Russian available if the decision were made to teach it more widely.

Group C - 120-60 students

Chinese, the second most important of the Asian languages taught in our universities, had 119 students in three universities (A.N.U., Sydney, Melbourne). As it is virtually not taught in the schools, elementary courses are essential. It has a rapidly developing honours schools and post-graduate work.

Hebrew was taught to 99 students in two universities. Since it is taught in only a few Jewish schools, elementary courses are essential. Honours courses have been developed.

Japanese was taught in two universities, with another two planning to start shortly. It is scarcely taught in the schools. In the very small number of students taking Japanese (58) we would seem to have our greatest linguistic weakness. It is the language of an important country with a highly developed culture, which maintains very close economic ties with Australia. It should surely be taught more widely and to far more students.

Dutch is the final language to be included in this group. It was taught to 60 students in the University of Melbourne within the Department of Germanic Studies. After the elementary course in first year there was a heavy fall-out. Honours courses are well developed.

Group D - a handful of students

A handful of students at Melbourne and Sydney took Swedish,

[‡] In 1965 a Professor of Russian was appointed at Queensland University.

Arabic and Syriac. Indian Studies as taught at Melbourne contained little language study, and here there is another gap in our linguistic offerings — the great languages of India are not taught.

It should be noted that in 1964 Spanish was not taught anywhere, but plans were afoot to teach it in several universities (Flinders, N.S.W., Monash and LaTrobe).

Conclusions

While substantial numbers of students take French, German and Latin, pitifully few take other languages. This is particularly true of Italian, Russian, Indonesian, Chinese and Japanese, and the lack of Spanish is to be deplored. There are many heads of language departments who do not hold professorial rank. It appears that some of the lesser taught languages are badly distributed throughout the states, and since Australian students do not, on the whole, leave their home state to attend a university, many have a very restricted choice of foreign languages. Elementary courses, except for French and Latin, are an accepted part of language studies, but, apart from them, very few departments offer a variety of courses at the same level to their students, as is the practice in American universities. No recommendations arising from these conclusions will be made at this stage. They will be left until consideration has been given to the views expressed by heads of departments in the rest of the questionnaire.

TABLE I
Questionnaire sent to Heads of Arts Departments other than Foreign Languages

Question 1(a) - Do you require your honours students to have a knowledge of foreign languages? If so, which ones?

Dept.	Anthro.	Archaeol.	Crim.	Drama	Econ.	Educ.	English	Fine Arts	Geog.	Hist.	H.&P. of Sc.	Maths	Music	Phil.	Pol.Sci. (Govt.)	Psych.	Sociol.	Total
a.Yes	1	1	0	0	1	0	5	1	5	3	0	5	4	4	1	2	0	33
b.No	2	0	1	1	5	1	6	0	4	7	1	1	1	7	4	8	1	50
c.Only in special cases	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Question 1(b) - Do you consider it essential, highly desirable, desirable or unnecessary that honours students should have a knowledge of foreign languages?

a. Essential	0	1	0	0	0	0	2	1	3	2	0	2	4	1	0	0	0	16
b. Highly Desirable	1	0	0	0	0	0	7	0	4	5	1	3	1	4	1	4	0	31
c. Desirable	2	0	1	1	2	1	2	0	2	6	0	1	0	3	4	4	1	30
d. Unnecessary	0	0	0	0	4	0	0	0	0	0	0	0	0	2	0	0	0	6

Question 2 - Are your students required to take a standard first-year language course in the Faculty of Arts?
If so, how many?

a.Yes	2	0	0	0	1	0	6	1	3	2	0	0	3	3	1	2	0	24
b.No	1	1	1	1	5	1	6	0	6	12	1	7	2	5	4	6	2	61

Question 3 - Do you think that special language courses based on prior knowledge should be provided by the language departments of the university for your honours students? Which languages? What linguistic skills would you wish them to acquire?

Dept.	Anthro.	Archaeol.	Crim.	Drama	Econ.	Educ.	English	Fine Arts	Geog.	Hist.	H. & P. Of Sc.	Maths.	Music	Phil.	Pol. Sci. (Govt.)	Psych.	Sociol.	Total
a. Yes	1	1	0	0	1	0	2	1	4	5	1	1	4	2	0	1	2	26
b. No	1	0	1	1	5	1	6	0	3	7	0	5	1	8	3	8	0	50
c. Prefer normal part I course	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	3
d. Depending on circumstances	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2

Question 4 - Do you think that elementary language courses should be provided by the language departments for your honours students to enable them to acquire knowledge of a new foreign language they have not previously studied?

a. Yes	1	1	0	0	0	0	6	1	6	8	1	4	5	6	2	5	1	47
b. No	1	0	1	1	5	1	4	0	2	4	0	1	0	5	2	5	0	32
c. Doubtful	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2

Question 5 - Do you think that students taking a master's or doctoral degree should take courses and tests in a foreign language or languages as well as presenting a thesis? If so, which language or languages?

a. Yes	0	1	0	0	0	0	1	1	1	4	1	for M.A.	3	2	1	2	1	24
b. No	2	0	1	1	6	0	4	0	5	7	0	1	2	6	3	6	0	44
c. Depends on nature of thesis	1	0	0	0	0	1	4	0	1	3	0	0	0	0	1	1	1	13

Language requirements of Honours Arts students
in departments other than foreign language departments

(Table I see pp.33 & 34)

The heads of these Arts departments showed a tempered enthusiasm for the teaching of foreign languages to their students, and the enthusiasm varied from discipline to discipline. While the majority (47 : 36) thought it essential or highly desirable that their honours students should have a knowledge of foreign languages, the majority (50 : 33) did not require them to have this knowledge, and the vast majority (61 : 24) did not require them to take a standard first year language course in the Faculty of Arts. Seven mathematics departments required their honours students to take a science language course. In all cases one language only was required, although a few heads of departments stated that they would like to prescribe two, if the time table permitted. In almost all cases the prescription was a faculty, not a departmental requirement, and applied to all Arts students, not only honours students. There was considerable discrepancy between the answers to Question 1(a) and Question 2, explained partly by the special position of Mathematics. English, Geography, Music, Philosophy and Anthropology were the keenest supporters of a foreign language requirement.

There was only very limited support for special language courses based on prior knowledge (26 : 53). In practice this would be applicable only to French, German and Latin, which are the only languages that a sufficient number of students would already know. There was much greater support (47 : 32) for special elementary courses, which would enable honours students to acquire a new language. Several heads suggested the grouping of honours students of several departments to take the special course. All wanted a reading knowledge of the language, while several mentioned the ability to converse with foreigners in the field (e.g. Geography) or with visiting scholars (e.g. Mathematics). Several heads suggested the formation of Institutes of Languages, since they feared that courses provided by language departments would be too literary for their purpose. One head of a history department envisaged the appointment of linguists to his own department to teach courses tailored to the students' needs. The languages most commonly desired were the major European languages (French, German, Spanish, Italian). Philosophy and Archaeology requested Greek and Latin, and Ancient History and Music Latin only. Only three mentioned Asian languages. Several heads insisted that elementary language courses must count as full units in the Arts course; others, while approving of their institution in principle, feared that such a compulsory study could not be undertaken in an already over-loaded timetable. However, there was sufficient support shown for specially designed elementary courses to warrant the idea being seriously considered by the language departments.

There was only luke-warm support (24 : 44) for language courses for post-graduate students and quasi-unanimous rejection of formal tests. History, Mathematics and Music were the only departments showing any real enthusiasm for the idea. Thirteen heads would not commit themselves beyond saying it all depended on the nature of the thesis concerned. Many who rejected the idea of courses at this stage did so because they believed that students would already know the foreign language relevant to the topic of their theses, or they would not have

been permitted to undertake them. Again the major modern European languages (together with Latin and Greek) were mentioned most frequently.

And now it remains to look at the all-important question of what the heads of language departments thought about the provision of special elementary courses and see if their point of view can be reconciled with that of their non-language colleagues. There is no difficulty at all in reconciliation. In answering Questions 4 and 5 of Questionnaire F, twenty-three language heads gave unqualified support to the courses, together with nine who were willing, provided sufficient trained staff-members were available. Five others thought that an Institute of Languages or a special "service" department was the appropriate place for such courses to be given, and only eight were not in favour. The reasons advanced in favour of giving such courses were twofold: language departments have a professional commitment to supply such courses to specialists in other fields and the spreading of knowledge of foreign languages to as many people as possible should be encouraged. There was agreement that specially designed courses were best because they could make use of modern scientific methods of teaching languages as a tool. The chief reason advanced by those opposed to the special courses was that the standard courses were adequate. The two heads who thought that there was no demand for such courses were mistaken, as we have already noted. All in all the opposition was negligible.

As a result of this sounding of opinions the following conclusions have been reached:

- (1) The great majority of language departments are willing to provide special elementary courses for honours and post-graduate students in other Arts departments, and most do not see the present staffing situation as a serious obstacle.
- (2) There is a keen demand for such courses from the heads of other Arts departments for their honours students, together with some demand for their post-graduate students, provided that the language is taught as a tool and the reading skill is developed.

It is therefore recommended that in each university with substantial numbers of honours and/or post-graduate students the possibility of creating such courses be explored and that the following points be kept in mind:

- a) The courses must be designed with imagination to suit the special needs of the students.
- b) A linguist, who is enthusiastic about such courses, should be in charge.
- c) Modern methods, including the use of the language laboratory, should be employed.
- d) The courses should be enthusiastically supported by the students' own departments.
- e) Full credit should be given for the course so that it is not considered as an unwelcome additional burden by the student.

Language requirements for honours students
taking courses in foreign languages

Questions F 6 & 7

6. Do you require your honours and post-graduate students to have a knowledge of foreign languages other than the one or ones your department teaches? If so, of which languages? Are these students required to take a) standard courses or b) specially designed courses?

7. Would you like your honours and post-graduate students to have a knowledge of foreign languages other than the one or ones your department teaches? If so, of which languages? Would you like these students to take a) standard courses or b) specially designed courses?

Although 32 out of 47 language heads thought it desirable that their honours students should have another foreign language, only 5 required them to do so! At first sight this seemed strange, for the proportion is much lower than among other heads of departments! But of course, the language requirement is almost always a faculty requirement, which is satisfied by the taking of the one language. Perhaps language heads might like to explain why they do not insist more often on the taking of other languages! The classics departments are the most enthusiastic about their students taking any of three European languages — French, German and Italian — while Latin is most sought after by the other departments.

As to the type of course they preferred, there was a considerable number who did not reply. Of the rest the majority preferred a standard course, for the reason that they were not looking upon the other language as a tool in the same sense as heads of other departments, but for broader reasons, including linguistic and literary comparison. However, there was some support for specially designed courses which would enable students to acquire a more rapid knowledge of a new language.

All in all, the heads of foreign language departments showed much less enthusiasm for the learning of other foreign languages than might have been expected.

Aims of foreign language courses as seen
by heads of language departments

Question F 1. What are the aims of the courses you teach?

TABLE J

The aims of courses in foreign languages at university
level were stated as:

- (a) A grasp of the principles of language.
- (b) A reading-writing-speaking knowledge of a particular language and familiarity with its historical development.
- (c) A reading and translation knowledge of a particular language.
- (d) An awareness of the particular civilization as a whole — history, politics, arts.
- (e) A sharpening of analytical faculties and aesthetic sensibilities through the study of literature.
- (f) An awareness of the current political importance of the particular country whose language is being studied.
- (g) Training to research workers who will make individual contributions, if possible, to the body of knowledge concerning a given language and literature.
- (h) Training to future school teachers.
- (i) Encouragement to native-speaking students to become fully literate in their native language and culture as a means of enriching the community as a whole.
- (j) Practical help to future doctors, lawyers, social workers, etc. who will be mixing, socially and professionally, with migrants.

Department	<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>	<u>f</u>	<u>g</u>	<u>h</u>	<u>i</u>	<u>j</u>
Classics	3	0	5	8	4	0	4	1	0	0
French	1	9	2	5	9	1	2	0	0	0
German	1	6	0	7	6	0	2	4	0	0
Indonesian & Malay Studies	0	2	0	1	0	1	1	0	0	0
Italian	0	2	0	1	1	0	0	1	1	1
Oriental Studies	1	4	0	1	1	0	0	0	0	0
Russian	1	3	0	2	3	0	1	0	0	0
Science Languages	0	0	4	0	0	0	0	0	0	0
Semitic Studies	0	1	1	0	0	0	1	0	0	0
<u>TOTAL</u>	7	27	12	25	24	2	11	6	1	1

The above table sets out in summary form the sometimes lengthy and eloquent answers to this question. Several professors also sent copies of articles or papers they had written, and handbooks and booklets distributed to students, which were useful in interpreting succinct comments.

The aims stated by the heads of departments may be divided into two main groups — linguistic/cultural and practical, and it was the first group which was far more important. Every head stressed the linguistic aims in the case of the classical and

science languages it was the reading-translating aim that was mentioned; for the modern languages, a reading, writing, speaking, understanding skill was sought. Surprisingly little mention was made of a general linguistic aim — to help the students understand the principles of language. The linguistic aim was generally considered subordinate to the cultural aim, and a move has started to change the name of departments of French and German, for example, to French and German Studies. As an Arts faculty committee of the University of Western Australia, set up to plan the development of language studies for the triennium 1967-1969, stated: "Our language schools are Schools of Literature, Life and Thought rather than Schools of Languages or Philology." All courses aim at helping the student appreciate the literary masterpieces of the foreign language and thus foster aesthetic sensibilities. But literature is not the only aspect of culture to be studied. The courses aim to foster an awareness of a civilization as a whole, an appreciation of the values and outlook of a people, an understanding in depth of another culture. The art, history, music, philosophy, architecture, politics and society of the nation are specifically mentioned, and it is obvious that considerable emphasis is placed on non-linguistic and non-literary studies.

Of the so-called practical aims, the only one mentioned by a substantial number of professors was the training of research workers and future academics. Only six professors, and four of them professors of German, mentioned the training of school teachers, in spite of the fact that the future of foreign languages in Australia depends so heavily on their ability and skill. One would not have expected professors of subjects not taught in the schools to mention the training of teachers, but not one professor of French referred to it! Not one professor mentioned the equipping of honours students in other departments. Obviously the heads of language departments do not spontaneously see themselves in the rôle of providing the "tools of the trade", although when asked specifically, they showed no objection to providing ancillary services. One professor stated explicitly: "We do not aim directly to train students in such a way that their knowledge will be useful for other subjects and walks of life."

Nothing new arose from this enumeration of aims. The emphasis on non-literary aspects of the nation's culture is a post-first world war development and has increased since the end of the second world war. The reasons for establishing new language departments are closely associated with the aims of teaching foreign languages and will now be examined.

Reasons for establishing new language departments

Question F 10. In establishing a course in a new foreign language during the last ten years what determined the choice of a language?

From their foundation until the Second World War the Australian universities adopted a policy of imitation of the British universities in determining their curriculum. The motto of Sydney University "Sidere mens eadem mutato" is a perfect illustration of the desire to transplant to the colonies beneath the Southern Cross the same education as was given beneath the English skies. Latin and Greek were the two hallowed languages of Oxford and Cambridge and were introduced immediately to the curriculum of the first Australian universities. Since French and German were taught at Oxford from 1845, first at the Taylorian Institute, then after 1869 by a Professor of Comparative Philology, and at Cambridge from 1884 as part of the Mediaeval and Modern Language Tripos, and at London from 1836, it was natural that French and German should be the foreign languages introduced in the early days of Sydney University and later taught by the first Professor of Modern Literature appointed in 1886. Likewise in Melbourne, Professor E.E. Morris, the first Professor of Modern Languages and Literature, taught English, French and German. This policy of imitation was followed by other universities, and almost the only languages taught until 1945 were Latin, Greek, French and German. This was natural, inevitable and in the circumstances and period of time probably wise. Our heritage was classical and Western European.

The policy of imitation is no longer followed. As one Professor of Indonesian remarked in the questionnaire: "Australia is further from Calais than Dover, and we are at last beginning to realize it." What then is the policy which determines which languages shall be introduced to the curriculum? In the answers to the questionnaire a few accusations were levelled that there was no overall policy.

"The creation of new departments is accidental, reflecting the unworldly nature of language departments",

was the acid comment of one History professor. Some departments have been endowed in recent years with benefactions from individuals or a foundation or a government. One or two comments were passed on the dangers of accepting a benefaction to which a time limit was attached. After the expiry of the grant the university may feel obliged to continue the financial support for the teaching of a minor language while a more important language is neglected. The interest of a certain Vice-Chancellor in a particular language was mentioned as an important factor in the creation of a new language department in one university. The attitude of the Education Department in each state was mentioned occasionally. Its support of a language was a factor to be considered. On the whole the various Education Departments permit their bonded students to take only French, German and Latin, although there have been some recent encouraging signs. For example, the Victorian department has a number of its students taking Indonesian. All these reasons may be termed external reasons and do not seem to be the overriding ones.

There is little support for the allegation that there is no policy on the introduction of new languages. Documents submitted during the course of the survey indicated much forward planning in the new universities, in the establishment of Sub-Committees for Asian Languages or for all Languages, in Faculty discussions and in lists of priorities for new chairs. Indeed such forward planning is essential for the submission of the triennial requests to the A.U.C. Various statements and minutes of meetings and decisions were forwarded.

The choice of new languages may be summed up as follows:

"We choose major world languages and those of special importance to Australia".

Academic and cultural reasons relating to the intrinsic value of the language and its literature influence the choice of the major world languages. The languages of great nations which are the leaders of humanity, languages which belong to our cultural heritage are chosen. One professor commented:

"We are not interested in Asian languages because they do not have a large body of literature behind them. They should be included in Area Studies for they are not comparable to a major European language."

His first sentence may well be open to question, but this is the way he and others argue. Other languages are introduced for "practical" reasons, political, geographical, technical. Sometimes other faculties or departments exert pressure for the establishment of a particular language, as in the case of Russian in Queensland, where it was strongly supported by the Science Faculty. Indonesian and other Asian languages may be desired by departments of history and anthropology or political science. Where this outside support exists, it is often suggested that the language should be part of an area study, and that it should be studied principally as a tool. Other "practical" reasons advanced were the numbers of Italian migrants, our trade ties with Japan, the rise and importance of the new China, the importance of Arabic as a key to how the Moslem world thinks, our proximity to Indonesia, the political importance of Russia in the contemporary world. It should be noted that these reasons are not always merely practical and technical, but humane, since they envisage the understanding of a culture and a civilization. Only one or two professors expressed concern at the introduction of a language for so-called practical reasons, which were commonly disdained in pre-war days.

The new attitude was summed up by a young professor in a new department:

"A typical mixture of cultural and practical reasons is evident in the introduction of new languages. The practical arguments advanced nowadays for the study of foreign languages are to be welcomed rather than deplored, since they make of skilled linguists and specialists in foreign cultures valued members of the community."

Only one professor made mention of the distribution of languages in his state and throughout Australia. Professor Ralph Elliott, head of the School of Languages and Literature at Flinders University, stated that it was planned to introduce Spanish not only for its own cultural and literary value, but also to fill a gap in language teaching in South Australia and in Australia as a whole. This raises the important and delicate issue of distribution or rationalization of language teaching throughout Australia. I am going to stick my neck out here in broaching this problem, because I believe it is a vital one. I believe in the greater diversification of language teaching in the schools and universities of Australia. It is difficult to attain this, and if we persist in teaching only French, German and Latin in the schools, and if insignificant numbers of university students take all the other languages put together, then some pooling and distribution of resources first within a state, and ultimately within Australia, should at least be discussed.

There are many difficulties involved in a distribution of resources: the autonomy of a university and an Arts faculty; the desirability of building up a group of languages or of serving the research interests of other departments; the obvious necessity for any reputable university to teach certain major languages; the fear of outside interference. But I think that the difficulties could be overcome, largely by informal discussions at first. It would manifestly be absurd for Adelaide to set up a Department of Spanish if Flinders establishes one first. Would not LaTrobe be wise not to contemplate a Chair of Russian while Melbourne and Monash maintain small Russian departments? Macquarie might well contemplate the early foundation of a Chair of Russian since the state of N.S.W. does not yet teach it at university level. (The University of New South Wales has since advertised for a Professor of Russian.)

It is vital that this problem should at least be discussed.

Language Laboratories

Question F 2. Do you have a language laboratory? Give details of type and accommodation. For which students?

There was almost universal acceptance of language laboratories as such. Of forty-six departments answering the questionnaire, seventeen were already using one, eleven were planning to use one, six have a small experimental one as a preliminary to building a larger one, and only eleven departments, including several classics departments, had no plans for language laboratories. Thus virtually all modern language departments are using or intending to use language laboratories, and the new universities are planning them from the start. Tandberg was the most popular of the various brands of machines available, the size of the laboratories ranged between 12 - 36 booths, with the commonest size being 30. Monash University, with two laboratories of 30 booths each and one of 12, had the greatest accommodation. The laboratories were used most by elementary and first-year students (12 departments), but all full-time students in 9 departments used the laboratories. The greatest use to which the laboratories were put was drill in phonetics, practice in the spoken language, and practice in aural comprehension. Other uses were for remedial work, practice in grammatical structures and training in literary appreciation.

(Answers to this question have been tabulated, but they are not reproduced here, since it is felt they are of not sufficiently general interest. The tables will be supplied on request.)

Views of heads of language departments on preliminary language courses and elementary language courses

Questions F 3 & 4.

3. State, giving reasons, whether you approve of short, intensive preliminary language courses of the summer school type to enable students to begin the study of a new foreign language at the university.

4. State, giving reasons, whether you approve of elementary language courses (i.e. a full year's study of a foreign language starting from the beginning) at the university level.

Views were evenly divided on preliminary language courses, seventeen approving, sixteen disapproving, and one finding the question not applicable. Those who approved regarded them as necessary "icebreakers" for Australians, who have had such limited opportunities to learn foreign languages at school. They valued the opportunity to attract highly motivated students to intensive "crash" courses and believed they could get quick and efficient results with the basic mechanics of the language. Those who disapproved, put forward either practical or basic objections. A shortage of trained staff and the interference with staffs' research or legitimate leisure during the long vacation were mentioned frequently. The shortness and superficiality of summer courses were criticized. It was claimed that there was poor retention of information and that the

students were exhausted before term began. Many stated that a summer school should never adequately replace a full matriculation course — but then no one has ever claimed this. The preliminary course is designed as an emergency measure for those who have never had the opportunity to take a full matriculation course.

There was much more enthusiasm for elementary courses. The definition of 'elementary' as set out above should be noted. It does not imply that only an elementary knowledge of the subject is attained at the end of the course. Thirty-four heads of language departments gave unqualified approval of the teaching of elementary courses in the present circumstances — that is when only a very limited number of languages is taught in the schools to a limited number of students. They realized that it is only by the introduction of these courses that students may begin a new language. If the departments are linguistically snobbish and maintain that this is not a proper and seemly task for academics, they are refusing to face the facts and would hinder the spread and diversification of foreign languages in Australia. Four heads did not believe that the elementary course should count as a full unit by itself, but they were clearly outnumbered, and in fact it is common practice in Australian universities for full credit to be given to such courses. Although it appeared that necessity had forced language heads to admit elementary courses, a few thought that more difficult languages were better tackled at a later age or that students starting a language later were keener than those who had been forced to study languages for years at school, or that modern methods enabled students to make rapid progress. Only nine heads were opposed to elementary courses, all on the grounds that elementary language is not the proper matter of university courses. Few attempted to explain the impropriety, beyond mentioning that it was impossible to undertake a serious study of literature during the first year. A bitter attack was launched by one proponent of elementary courses on the hypocrisy of this attitude. If the mind was trained by the learning of a language, surely it could be trained in an elementary course just as efficiently, if not more so, than in a more advanced literary course?

The following conclusions have therefore been reached:

The situation in Australia is such that elementary courses must be given in the universities. There is no substantial body of opinion that such courses are improper. They should therefore be encouraged by being given full status where now they do not have it, and more consideration should be given, at least in some universities, to the giving of elementary courses in languages which hitherto have not appeared to need them (e.g. in French and Latin). Those members of staff in charge of elementary courses should be interested and/or experienced in teaching by modern methods, and there should be no attitude in the department that these are inferior courses. They are not inferior but different and there must be individuals (e.g. former school teachers) who are as interested in teaching these courses as in pursuing literary research — not that the two are mutually exclusive!

Interrelation between foreign languages,
English and other Arts departments

Question 7. Is there, or should there be, an interrelation between the teaching and study of the various foreign languages taught in the university, of foreign languages with English, and of foreign languages with other Arts subjects? If so, give details of existing or desirable arrangements.

There was a little and rather vocal opposition to the idea of interrelation and cooperation between the various departments. 5 professors thought it undesirable, especially if an element of compulsion entered into the interrelation. Arts students should have, it was felt, the greatest possible liberty of choice of subject, course and attendance at lectures. Departmental independence and autonomy should be tenderly preserved, free from demands made by others. Interrelation on an official level was cumbersome, artificial and superficial, and synthetic courses often brief and futile. There was no time to be wasted on interrelation if high standards and specialization were to be attained. Finally, it was suggested that interrelation was premature in the early years of a course; it was only in the later years when the student's sphere of research had been defined that his particular line of interest — linguistic, historical, literary, philosophical — emerges. There seems to be some confusion in this final reason, since most students do not develop spheres of research, and in any case, the chief purpose of interrelation is to broaden their interests, not to enable them to specialize.

However, the majority of professors thought that interrelation was desirable, and that in fact it already existed in several universities, although it might well be increased. The following existing arrangements were listed:

A. Between foreign language departments:

- (1) The School of Language and Literature method of organization.
- (2) Interdepartmental cooperation through, for example, the provision of elementary knowledge of Latin for French students.
- (3) Common use of language laboratories.

B. Between foreign language and English departments:

- (4) Lectures for English students on e.g. Homer, and Greek tragedy, the French novel.

C. Between foreign language and other Arts departments:

- (5) Combined Arts courses.
- (6) Interdepartmental exchange of lecturers.
- (7) Courses on a theme of common interest, e.g. Mediaeval and Renaissance studies.
- (8) Combined seminars, e.g. Oriental Studies and History.
- (9) History courses for language students.

The chief suggestions for further cooperation included the establishment of courses in general and comparative linguistics and in comparative literature, and in the creation of further Schools of Language and Literature. 8 professors suggested the

organization of history and literature courses on a parallel chronological basis, and 11 the provision of joint courses round a common theme, which might, for example, involve history, geography, philosophy, fine arts, language and literature. While these were presumably meant to be "background" courses, there were numerous suggestions for more area courses for all students or for post-graduate students and for a new concept of a subject, such as Mediaeval Studies or Contemporary Europe, which would cut across existing departmental boundaries and require the cooperation of a varied group of specialists. More use could also be made of joint seminars and tutorials. These were all suggestions worthy of consideration, and if carried out as time and circumstances permitted, would strengthen the language departments themselves, help language students acquire a broader background of their subject, and improve the image of the language departments in the Arts faculty.

Linguistics and Phonetics

Question 8. Are there, or should there be, Departments of Phonetics and Linguistics in your university?
What is, or what should be, the nature and function of the phonetics and linguistics courses?

A. Existing situation

The questionnaire revealed a great variety of practices in the teaching of phonetics and linguistics, which have not yet, on the whole, acquired enough prestige to have the status of departments. In 1964 there existed:

- 1 linguistics department,
- 2 phonetics and linguistics courses but no department,
- 1 phonetics course but no department,
- 3 linguistics courses but no department,
- 2 advanced plans for linguistics departments, including one chair,
- 1 phonetics section of an English department,
- 4 faculties with no phonetics or linguistics at all.

At the University of Sydney there was an Australian Language Research Centre, consisting mainly of members of the language section of the Department of English. There was a formal Linguistic Circle at Canberra, which published a bulletin, and other universities reported informal circles or meetings of staff and students to discuss mutual problems of linguistics.

B. Desirable situation

The questionnaire also revealed a difference of opinion, more acute than on any other matter raised, on the place of linguistics and phonetics in the Arts Faculty. Fourteen heads of departments did not answer the question, some for no expressed reason, others because of their admitted ignorance of the subjects. Thirteen thought that a study of both was desirable, but laid down certain conditions under which they should be taught — for example, seven stipulated that they should not be elevated into a separate department, but should be an integral part of existing language departments. Five favoured the teaching of

linguistics only, two thought phonetics should be taught only if included in the linguistics course, and two thought neither was desirable.

Those who favoured a separate department of linguistics saw its functions as threefold:

(a) Research: Australia is sadly lacking in research into Australian English, aboriginal and New Guinean dialects.

(b) The teaching of comparative linguistics to all students majoring or taking honours in a foreign language — a servicing course to all foreign language departments, a means of co-ordinating them.

(c) Training of teachers of modern languages to give them a general knowledge of techniques and research.

There was considerable support for the idea of a linguistics department being post-graduate only. "Let the students study foreign languages as undergraduates and then come at linguistics at M.A. level". Very few students were considered capable of tackling comparative linguistics as undergraduates.

As indicated above, seven heads of departments felt that linguistics departments should not be autonomous, since they had only limited value in isolation from the languages which were being taught. Experts in separate departments might be too theoretical. It was considered preferable to have a modern linguistics expert within a foreign language department so that the practice of learning a specific foreign language could be related to the theory of language study in general.

Conclusion. There is still considerable suspicion, but less than there used to be, about the teaching of linguistics and phonetics in Australian universities, but there is little opposition to their inclusion in the curriculum in some form or other. They are still comparatively neglected subjects.

Recommendation. In view of the divergent views expressed, no precise recommendation is made, but it is suggested that consideration be given to the setting up of a linguistics department, under a professor, in at least one university in each of the larger cities. It would seem appropriate that A.N.U., one of the Sydney universities and Flinders University, with its School of Languages and Literatures, should follow the example set by Monash. This would not prevent individual language departments from employing linguistic experts and giving courses adapted to the particular needs of their own students.

Conclusions

The following recommendations are set out in the order in which they appear in the text, and not in order of importance or priority.

1. All universities should ensure that provision is made for the teaching of foreign languages, particularly French, German and Russian, to science students, either in special science language departments or in institutes of languages or in normal language departments. Adequate equipment should be available so that modern methods of teaching may be used.
2. Language departments should be prepared and enabled to give specially designed courses to honours and post-graduate students in other Arts departments where there is sufficient demand.
3. An Australia-wide effort should be made to increase the teaching of Italian, Russian, Indonesian, Chinese, Japanese, Spanish and the languages of India in the Australian universities.
4. The A.H.R.C. should initiate a discussion on the appropriate distribution of foreign language resources throughout the states.
5. Every effort should be made to encourage language students to undertake honours courses and post-graduate work either in Australia or overseas, especially in the languages where post-graduate work has not yet been strongly developed.
6. Elementary courses in languages should continue to be given, and should be given full credit as a subject unit. Languages, chiefly French and Latin, which have not hitherto given elementary courses, should consider the possibility of introducing them in order to attract students who have not had the opportunity of studying them at school.
7. In an attempt to attract and interest more students, language departments with large numbers of students, particularly French, should offer a variety of courses at the same level.
8. All foreign language departments should be headed by a professor.
9. Consideration should be given to the setting up of a linguistics department in at least one university in each of the larger cities.

Appendix I

Abolition of compulsory foreign language requirement for the pass degree in the Faculty of Arts, University of Melbourne.

As the requirement was abolished only in 1965, it is too early to be certain about the consequences. However it appears to have affected the enrolments for French, Latin, Dutch, Russian and Indonesian, but not the enrolments for German, Greek, Chinese, Japanese, Italian and Hebrew.

Enrolments 1965 and 1966.

French I First Year

There was an overall fall in the first year enrolment of 305 students. French IA, the terminal course, was abolished and there was an increase in the enrolment of 85 in French I pass and honours. It appears that about 20% of those who would have taken French IA under the previous regulations chose to take French I. The rest abandoned a foreign language subject.

	<u>1965</u>	<u>1965</u>	<u>1966</u>
French IA) terminal)		390	---
French I (pass) and honours)		<u>320</u>	<u>405</u>
Total:		<u>710</u>	<u>405</u>

Latin I and Greek I

There was a fall of 34, almost all in Latin. Having lost some of its weaker students the department has taken the opportunity to grade the students and to teach some sections of the syllabus in tutorial groups instead of lectures. The recently instituted subject Classical Rome gained in numbers.

Dutch I

There was a fall of 18 (1965 - 44 students to
1966 - 26 students)

Russian First Year

There was an overall fall in enrolments of eight students, and a fall of 24 in Russian IA, the elementary course. A new Russian Reading Course was introduced and attracted 12 students.

	<u>1965</u>	<u>1966</u>
Russian Reading Course (terminal course in- troduced in 1965)	--	12
Russian IA (introductory)	48	24
Russian I (normal first year)	15	19
Total:	<u>63</u>	<u>55</u>

Indonesian I

There was a fall of 15 (1965 - 90 students to
1966 - 75 students)

German I

An increase of 4 students.

Chinese I and Japanese I

No change

Italian I

No change

Hebrew I

No change

Honours degree

The following departments require their honours students to take a standard course in a foreign language:

English
Fine Arts
Geography
History
Philosophy
Political Science.

Candidates for the honours degree in Mathematical Statistics must take a science language.

Appendix II

Additional foreign languages taught or about to be
taught in Australian universities since 1964

Adelaide	NR.
A. N. U.	Javanese, Sanskrit, Arabic and Urdu - 1966. Pāli and Prākṛit - 1967.
Flinders	French and Spanish - 1966. Italian - 1968.
LaTrobe	French and Spanish - 1967.
Macquarie	French and German - 1967.
Melbourne	Japanese - 1965. Bengali - 1967. Possibly Hindi in next triennium.
Monash	Greek, Spanish and Latin - 1965-1966.
Newcastle	---
New England	Spanish in next triennium possibly.
N. S. W.	German, Spanish - 1965-1966. Russian - 1968. Plans for the establishment of an Institute of Languages have been approved.
Queensland	Japanese - 1965.
Sydney	---
Tasmania	---
W. A.	One or more Asian languages may be introduced in next triennium in Centre for Asian Studies.

END

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